

RUNSHAW COLLEGE

POLICY TITLE: Child and Vulnerable Adult Protection Policy

APPROVED BY: Governors

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POSITION: Assistant Principal

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1. Introduction and Purpose

This policy defines the responsibilities, processes and procedures relating to the protection of children under the age of 18 and those over 18 who are considered to be vulnerable adults.

2. Scope

This policy covers the identification of vulnerable groups, management and staff responsibilities and the process for reporting and recording incidents.

All allegations of abuse will be taken seriously and treated in accordance with the College's procedures in recognition that any child or vulnerable adult can be subject to abuse and that it is the responsibility of all staff to act upon any concern, no matter how small or trivial it may seem

3. Statutory Obligations

Runshaw College holds as one of its highest priorities the health, safety and welfare of everyone involved in activities that come under the responsibility of the College.

The College Governors, Senior Management, all staff and volunteers must understand and comply with their statutory obligations to safeguard and promote the health and welfare of children/young people and vulnerable adults.

This policy updates all previous policies and is in response to Section 175 of the Education Act 2002 and Section 94 of the Education and Skills Act 2008 and:

For updates on Blackburn with Darwen, Blackpool and Lancashire Children's Safeguarding Assurance Partnership (CSAP) follow this link

<http://panlancashirescb.proceduresonline.com/index.htm>

➤ Keeping Children Safe in Education (KCSIE) September 2020

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/912592/Keeping_children_safe_in_education_Sep_2020.pdf

See Appendix 1- Part 1- mandatory reading for all staff

Special attention is drawn in this document:-

Para 21 – ‘children may be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence’

Para 28 Child Sexual Exploitation and Child Criminal Exploitation

Paras 34 -38 Mental Health – staff should consider link between mental health and safeguarding and when to refer

Coronavirus (COVID -19); Safeguarding in schools colleges and other providers

<https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers>

➤ Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children DfE July 2018

➤ <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

➤ What to Do If You're Worried a Child Is Being Abused (DfE 2015)_

<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

➤ Disqualification under the Childcare Act 2006_

<https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006>

➤ The Children Act 1989

➤ The Children Act 2004

4 Definitions

Abuse - a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children". to hurt or injure by maltreatment, to force sexual activity on, to cause upset through the use of coarse or insulting words.

Child – any person under the age of 18.

Disclosure and Barring Service (DBS) - an executive agency of the Home Office, which vets applications for people who want to, work with children/young people and vulnerable adults.

Designated Safeguarding Lead (DSL) – a member of staff responsible for child and vulnerable adult protection.

Local Authority Designated Officer (LADO) – the person responsible for managing allegations against people who work with young children/or vulnerable adults.

Vulnerable Adult – any person of 18 years of age or older who is, or may be, in need of community care services by reason of mental or other disability, age or illness; and who is, or may be, unable to take care of him or herself, or be unable to protect him or herself against significant harm or exploitation.

5 Governing Body Responsibilities

The Governors of Runshaw College have responsibility to ensure that the College meets with statutory and operational requirement in order to safeguard and protect children and vulnerable adults

5.1 Policies and training

The Governors will ensure that:

- they review an annual report on policies, procedures, training and safeguarding arrangements and this is presented to the governing body.
- the Child and Vulnerable Adult Protection Policy and all Supporting policies and systems policies, procedures, training in relation to are effective and comply with the law at all times and provide for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.
- the Child and Vulnerable Adult Protection Policy is reviewed annually in line with current legislation and is available publicly via the college website.
- that the College provides and monitors training that is reviewed at least annually and updates are provided to staff as appropriate.
- without delay, any deficiencies or weaknesses regarding child protection arrangements are remedied.
- all staff are issued with a copy and have read the latest version of Keeping Children Safe in Education- September 2019

5.2 Designated roles

The Governors will ensure that:

- there is designation at board level to take leadership responsibility for safeguarding arrangements in order for appropriate action to be taken in a timely manner to safeguard and promote the welfare of children and vulnerable adults.
- there is a Designated Governor, who is assigned to act upon child and vulnerable adult protection concerns if necessary i.e. allegations against senior managers. This is the Principal for Senior Managers and the Chair of Governors, for allegations made against the Principal.
- a governor is nominated to be responsible for liaising with the Local Education Authority and/or partner agencies in the event of allegations of abuse being made against the Principal.
- a senior member of the college's leadership team is designated to take lead responsibility for child protection (Designated Safeguarding Lead) and this is explicit in the DSL's job description.
- the DSL has the appropriate authority and the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.
- there is a designated member of staff to promote the educational achievement of children who are looked after and to ensure that this person has appropriate training.

5.3 External links

The Governors will ensure that:

- that Multi Agency working is facilitated in order that the three safeguarding partners, (Appendix 2) have a shared and equal duty to work together to safeguard and promote the

welfare of children. Governing bodies and proprietors should ensure that the college contributes to multi-agency, with the three partners, working in line with statutory guidance

- there is a clear accountability for the commissioning and/or provision of services designed to safeguard and promote the welfare of children and vulnerable adults.
- relevant staff have due regard to the data protection principles, which allow them to share personal information, as provided for in the Data Protection Act 2018, and the GDPR- 7 Golden Rules for sharing information (Appendix 3)
- it considers how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.

6 Senior Leadership Responsibilities

6.1 Recruitment

Senior Leadership will ensure that:

- Staff and volunteers are recruited in accordance with “The Safer Recruitment and Engagement Policy”.
- Undertake all statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required; and ensures volunteers are appropriately supervised.

6.2 Training and support

Senior Leadership will ensure that:

- induction for all staff and volunteers includes training on the roles and responsibilities of the Safeguarding Team and the Child Protection and Vulnerable Adult Policy
- induction training will make staff aware of complementary policies and systems which support safeguarding as part of the induction which include –
 - The Code of Professional Conduct
 - Student Harassment & Bullying Policy
 - Safeguarding response to children who go missing from education
- annual mandatory training and updates are provided and monitored for all staff as part of their contractual arrangements.
- updates will be communicated by the Staff News, briefings and/or meetings
- support, guidance and appropriate supervision is provided to staff who require it in dealing with issues which may arise from their involvement in relation to Child and Vulnerable Adult Protection

6.3 Policies and procedures

Senior Leadership will ensure that:

- a minimum annual review of the Child and Vulnerable Adult Protection Policy and Procedures takes place
- supporting policies and systems are reviewed with a knowledge of the requirements of “Keeping Children Safe in Education”
- students, parents/guardians/carers of learners under 18 can access the College’s Child Protection and Vulnerable Adults Policy and associated procedures via the Runshaw College website.

6.4 Personnel

Senior Leadership will ensure that:

- a Designated Senior Leader leads a Safeguarding team of appropriately trained and experienced staff

6.5 Multi-agency working and external links

Senior Leadership will ensure that:

- the College plays a part in multi-agency safeguarding arrangements to support and enable local organisations and agencies to work together
- the college engages with social care, the police, health services and other services to promote the welfare of children and protect them from harm
- the college provides a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans
- Children's/Adult Social Care Services and Police are notified where there is a cause for concern, so that they can investigate and take necessary action
- Procedures are in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned
- there are appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual abuse or exploitation, and to help prevent the risks of their going missing in future
- where services or activities are provided on the college premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the college on these matters where appropriate

6.6 Sharing Information

Information sharing is vital in identifying and tackling all forms of abuse and neglect. The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe.

Senior Leadership will ensure that:

- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of child (Appendix 3)

6.7 On line safety

Senior Leadership will ensure that:

- the college's IT access, Usage and Online Safety Policy details how we keep young people safe when using the internet and mobile technology.
- appropriate filters are in place to protect students when they are online on college's IT systems or recommended resources
- online bullying by students, via texts and emails, is managed through Student Harassment and Bullying Policy and the Student Disciplinary policy.

- when college become aware of an online safety issue that has occurred outside of college it is managed in accordance with the college's IT access, Usage and Online Safety Policy
- all staff of aware of, and deliver any on line learning and 1:1 sessions in accordance with government and college guidelines and safeguarding procedures – **to see appendix 7**
- <https://www.gov.uk/government/publications/teaching-online-safety-in-schools>.

6.8 Report to Governors

Senior Leadership will ensure that:

- an annual report on policies, procedures, training and safeguarding arrangements and this is presented to the governing body

7 Safeguarding Team

(see Appendix 4 for the Safeguarding Team)

7.1 Roles and responsibilities of the Safeguarding Team

The Designated Safeguarding Lead, (DSL) will ensure that:

- during term time, the designated safeguarding lead and/or a deputy should always be available during college hours for staff college to discuss any safeguarding concerns
- the Safeguarding Team have the required knowledge and skills to deliver the service
- the Safeguarding Team follow the laid down procedure

7.2 Multi agency working and external links

The Designated Safeguarding Lead, (DSL) will ensure:

- the team comply with all the requirements of record keeping and allegations reported to them
- the team abide by GDPR in relation to the protection and safeguarding of children and vulnerable adults
- that all referrals are clearly documented with any serious concern being reported the DSL or if they are unavailable a member of the Senior Management Team at the earliest opportunity
- referrals are made using the guidance from Keeping Children Safe in Education process
- the team comply with the Local Children's Safeguarding Partnership child protection procedures and multi-agency adult protection procedures and the child and vulnerable adult protection manager's role within them
- the team refer cases to the Channel where there is a radicalisation concern
- the team liaise with investigating agencies

- the team liaise with the relevant school and ensure that appropriate arrangements are in place to safeguard the children, in the case of a report involving school pupils under the age of 16
- the team act as a pivot for information and advice, relating to abuse or potential abuse for those under 18 or those over 18 who are considered to be 'vulnerable adults'
- that where there is any doubt, the DSL may contact the Schools Safeguarding Officer, Lancashire County Council for guidance without revealing names
- the DSL speaks to the learner and takes overall responsibility for recording essential information about each case and for collecting reports and notes as appropriate.

7.3 Training

The Designated Safeguarding Lead, (DSL) will ensure:

- DSL training is updated every 2 years for appropriate staff
- the Safeguarding Team update their knowledge, skills and understanding of relevant safeguarding issues on a regular basis
- selected staff undertake Prevent awareness training
- the Safeguarding team engage in the delivery of training as directed

7.4 Looked After Children and previously Looked After Children

The most common reason for children becoming looked after is as a result of abuse and/or neglect The designated LAC Safeguarding Team Member will:

- Maintain an over view and records relating to LAC and previously LAC
- ensure that appropriate staff have the information they need in relation to a child's looked after legal status
- work with appropriate external agencies in the best interests of the child
- support staff working with the young person sharing information as necessary
- facilitate prompt action if required to safeguard the child
- promote the educational achievement of children who are looked after

8 Individual Staff Responsibilities

All staff and volunteers working for Runshaw College must be aware of and understand responsibilities in relation to the protection of children and vulnerable adults.

Each member of staff should ensure that they:

- attend all training and take responsibility for reading updates or other materials as directed

- read “Keeping Children Safe In Education – Part 1: Information for all School and College staff, September 2020”, which will be made available to them via training and the Staff News
- follow the safeguarding procedures
- report any concerns immediately via the Safeguarding Helpline (01772644377) or the Safeguarding e mail , Safeguarding@runshaw.ac.uk . Concerns may result from direct contact with the student or third party information. Evidence is not required to pass on a concern
- are aware that young people can be harmed online via hurtful and abusive messages, enticing young people to engage in age inappropriate conversations, sharing and production of indecent images or encouraging risk taking behaviour e.g.
 - content: learners being exposed to illegal, inappropriate or harmful material
 - contact: learners being subjected to harmful online interaction with other users
 - conduct: learner’s personal online behaviour that increases the likelihood of, or causes, harm

8.1 Disclosure

Each member of staff should ensure that they:

- take all complaints, allegations or suspicions seriously
- keep questions to a minimum
- do not promise confidentiality. *(The College complies with the requirements of the GDPR and Data Protection Act 2018 and the Human Rights Act 1998, which allows for disclosure of personal data where this is necessary to protect the vital interests of a child/young person/vulnerable adult)*
- Record as soon as possible what has been said using the Safeguarding Referral Form (Appendix 5), also found on the Staff Portal.
- without stopping a learner telling about the abuse, staff must, as soon as reasonably possible, contact the DSL who will take over the responsibility for managing the disclosure
- do not keep any notes or discuss other with other staff

If contact cannot be made with any of the DSLs or any Senior Manager within 2 hours’ staff must refer to the Blackburn with Darwen, Blackpool and Lancashire Children’s Safeguarding Assurance Partnership (CSAP) for details of how to report concerns about the safety or welfare of a child/young person or vulnerable adult or Children’s Social Care – (Appendix 6)

9 Review

The Governors will review the policy annually. Other Related Policies and Codes of Conduct

- Attendance Policy
- Student Disciplinary Policy
- Care and Control of Students and the Use of Reasonable Force Policy
- Data Protection Policy
- Disclosure of Information Policy
- Dealing with Allegations of Abuse made against Staff, Volunteers and Governors Policy
- Events, Trips & Residential Policy
- Experience of Work Policy
- Freedom of Expression
- Fitness to Study and Special Admissions Policy
- Guidelines on Professional Practice
- Home Visit Protocol
- Health, Safety and Wellbeing Policy
- IT Access, Usage & On Line-Safety Policy
- Prevent Policy
- Recruitment and Selection Policy
- Recruitment of Ex-Offenders Policy
- Safer Recruitment and Engagement Policy
- Staff Code of Professional Conduct
- Learner Harassment and Bullying Policy
- Volunteering Policy

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Department
for Education

Keeping children safe in education

**Statutory guidance for schools and
colleges**

September 2020

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Summary

What is the status of this guidance?

This is statutory guidance from the Department for Education (the department) issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014, and the Non-Maintained Special Schools (England) Regulations 2015. Schools and colleges in England must have regard to it when carrying out their duties to safeguard and promote the welfare of children. For the purposes of this guidance children includes everyone under the age of 18.

COVID-19

Keeping Children Safe in Education (KCSIE) remains in force throughout the response to coronavirus (COVID-19).

The department has issued non-statutory interim guidance on [safeguarding in schools, colleges and other providers](#) during the coronavirus outbreak. This guidance supports governing bodies, proprietors, senior leadership teams and designated safeguarding leads to continue to have appropriate regard to KCSIE and keep their children safe. It suggests where schools and colleges might consider safeguarding policy and process differently when compared to business as usual.

About this guidance

We use the terms “**must**” and “**should**” throughout the guidance. We use the term “must” when the person in question is legally required to do something and “should” when the advice set out should be followed unless there is good reason not to.

The guidance should be read alongside:

- statutory guidance [Working Together to Safeguard Children](#);
- departmental advice [What to do if you are Worried a Child is Being Abused - Advice for Practitioners](#); and
- departmental advice [COVID-19: safeguarding in schools, colleges and other providers](#)

Unless otherwise specified:

- ‘school’ means: all schools whether maintained, non-maintained or independent schools (including academies, free schools and alternative provision academies), maintained nursery schools¹ and pupil referral units.
- ‘college’ means further education colleges and sixth-form colleges as established under the Further and Higher Education Act 1992 and institutions designated as being within the further education sector.² It relates to their responsibilities towards children who are receiving education or training at the college. It excludes 16-19 academies and free schools (which are required to comply with relevant safeguarding legislation by virtue of their funding agreement).

Who this guidance is for

This statutory guidance should be read and followed by:

- governing bodies of maintained schools (including maintained nursery schools) and colleges;
- proprietors of independent schools (including academies, free schools and alternative provision academies) and non-maintained special schools. In the case of academies, free schools and alternative provision academies, the proprietor will be the academy trust; and
- management committees of pupil referral units (PRUs).

The above persons should ensure that **all staff** in their school or college **read** at least Part one of this guidance. The above persons should ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of this guidance.

This guidance replaces Keeping Children Safe in Education September 2019.

A table of changes is included at Annex H. We have made changes in three circumstances. Firstly, where legislation has required it e.g. reflecting mandatory Relationship Education, Relationship and Sex Education and Health Education from September 2020. Secondly, where we have helpful additional information that will support schools and colleges protect their children e.g. mental health, domestic abuse, child criminal and sexual exploitation and county lines. Finally, important clarifications which will help the sector better understand and/or follow our guidance.

¹ The [Early Years Foundation Stage Framework](#) (EYFS) is mandatory for all early years’ providers. It applies to all schools, including maintained nursery schools that have early years provision. Maintained nursery schools, like the other schools listed under ‘About this guidance’, must have regard to Keeping Children Safe in Education when carrying out duties to safeguard and promote the welfare of children (by virtue of section 175(2) of the Education Act 2002 – see footnote 18 for further detail on this requirement).

² Under section 28 of the Further and Higher Education Act 1992 (‘designated institutions’).

Part one: Safeguarding information for all staff

What school and college staff should know and do

A child centred and coordinated approach to safeguarding

1. Schools and colleges and their staff are an important part of the wider safeguarding system for children. This system is described in statutory guidance [Working Together to Safeguard Children](#).
2. Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.
3. No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.
4. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:
 - protecting children from maltreatment;
 - preventing impairment of children's mental and physical health or development;
 - ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
 - taking action to enable all children to have the best outcomes.
5. Children includes everyone under the age of 18.

The role of school and college staff

6. School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.
7. **All** staff have a responsibility to provide a safe environment in which children can learn.

8. **All** staff should be prepared to identify children who may benefit from early help.³ Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.
9. **Any staff member** who has a concern about a child's welfare should follow the referral processes set out in paragraphs 41-53. Staff should expect to support social workers and other agencies following any referral.
10. Every school and college should have a designated safeguarding lead who will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.
11. The designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.
12. The Teachers' Standards 2012 state that teachers (which includes headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.⁴

What school and college staff need to know

13. **All** staff should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This should include the:
- child protection policy;
 - behaviour policy;⁵
 - staff behaviour policy (sometimes called a code of conduct);
 - safeguarding response to children who go missing from education; and
 - role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

Copies of policies and a copy of Part one of this document should be provided to staff at induction.

³ Detailed information on early help can be found in Chapter 1 of [Working Together to Safeguard Children](#).

⁴ The [Teachers' Standards](#) apply to: trainees working towards QTS; all teachers completing their statutory induction period (newly qualified teachers [NQTs]); and teachers in maintained schools, including maintained special schools, who are subject to the Education (School Teachers' Appraisal) (England) Regulations 2012.

⁵ All schools are required to have a behaviour policy (full details are [here](#)). If a college chooses to have a behaviour policy it should be provided to staff as described above.

14. **All** staff should receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

15. **All** staff should be aware of their local early help⁶ process and understand their role in it.

16. **All** staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.⁷

17. **All** staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

What school and college staff should look out for

Early help

18. **Any** child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is at risk of modern slavery, trafficking or exploitation;
- is at risk of being radicalised or exploited;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;

⁶ Detailed information on early help can be found in Chapter 1 of [Working Together to Safeguard Children](#).

⁷ More information on statutory assessments is included at paragraph 48. Detailed information on statutory assessments can be found in Chapter 1 of [Working Together to Safeguard Children](#).

- is misusing drugs or alcohol themselves;
- has returned home to their family from care; and
- is a privately fostered child.

Abuse and neglect

19. Knowing what to look for is vital to the early identification of abuse and neglect. **All** staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. If staff are unsure, they should **always** speak to the designated safeguarding lead (or deputy).

20. **All** school and college staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

21. **All** staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. **All** staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

Indicators of abuse and neglect

22. **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

23. **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

24. **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may

involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

25. **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (see paragraph 29).

26. **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Safeguarding issues

27. **All** staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

28. Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or

females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. More information include definitions and indicators are included in Annex A.

Peer on peer abuse

29. **All** staff should be aware that children can abuse other children (often referred to as peer on peer abuse). This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence,⁸ such as rape, assault by penetration and sexual assault;
- sexual harassment,⁹ such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting,¹⁰ which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

30. **All** staff should be clear as to the school's or college's policy and procedures with regards to peer on peer abuse.

Serious violence

31. All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

32. All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home

⁸ For further information about sexual violence see Annex A.

⁹ For further information about sexual harassment see Annex A.

¹⁰ For further information about 'upskirting' see Annex A.

Office's [Preventing youth violence and gang involvement](#) and its [Criminal exploitation of children and vulnerable adults: county lines](#) guidance.¹¹

Female Genital Mutilation

33. Whilst **all** staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific **legal duty on teachers**.¹² If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher **must** report this to the police. See Annex A for further details.

Mental Health

34. All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

35. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

36. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

37. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

38. The department has published advice and guidance on [Preventing and Tackling Bullying](#), and [Mental Health and Behaviour in Schools](#) (which may also be useful for colleges). In addition, Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people including its guidance [Promoting children and young people's emotional health and wellbeing](#). Its resources include social media, forming positive relationships, smoking and alcohol. See [Rise Above](#) for links to all materials and lesson plans.

¹¹ For further information about county lines see Annex A.

¹² Under Section 5B(11) (a) of the Female Genital Mutilation Act 2003, "teacher" means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

Additional information and support

39. Departmental advice [What to Do if You Are Worried a Child is Being Abused - Advice for Practitioners](#) provides more information on understanding and identifying abuse and neglect. Examples of potential indicators of abuse and neglect are highlighted throughout the advice and will be particularly helpful for school and college staff. The [NSPCC](#) website also provides useful additional information on abuse and neglect and what to look out for.

40. **Annex A** contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should read the annex.

What school and college staff should do if they have concerns about a child

41. Staff working with children are advised to maintain an attitude of **'it could happen here'** where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the **best** interests of the child.

42. If staff have **any concerns** about a child's welfare, they should act on them immediately. See page 17 for a flow chart setting out the process for staff when they have concerns about a child.

43. If staff have a concern, they should follow their own organisation's child protection policy and speak to the designated safeguarding lead (or deputy).

44. Options will then include:

- managing any support for the child internally via the school's or college's own pastoral support processes;
- an early help assessment;¹³ or
- a referral for statutory services,¹⁴ for example as the child might be in need, is in need or suffering or likely to suffer harm.

¹³ Further information on early help assessments, provision of early help services and accessing services is in Chapter 1 of [Working Together to Safeguard Children](#).

¹⁴ Chapter 1 of [Working Together to Safeguard Children](#) sets out that the safeguarding partners should publish a threshold document that should include the criteria, including the level of need, for when a case should be referred to local authority children's social care for assessment and for statutory services under section 17 and 47. Local

45. The designated safeguarding lead or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from local children's social care. In these circumstances, any action taken should be shared with the designated safeguarding lead (or deputy) as soon as is practically possible.

46. Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. [Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers](#) supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 and General Data Protection Regulation (GDPR). If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. Fears about sharing information **must not** be allowed to stand in the way of the need to promote the welfare, and protect the safety of children.

Early help

47. If early help is appropriate, the designated safeguarding lead (or deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services, if the child's situation does not appear to be improving or is getting worse.

Statutory assessments

48. **Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately.** Referrals should follow the local referral process.

Children in need

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and

authorities, with their partners, should develop and publish local protocols for assessment. A local protocol should set out clear arrangements for how cases will be managed once a child is referred into local authority children's social care.

development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

Children suffering or likely to suffer significant harm

Local authorities, with the help of other organisations as appropriate, have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour based violence, and extra-familial threats like radicalisation and sexual exploitation.

49. The online tool [Report Child Abuse to Your Local Council](#) directs to the relevant local children's social care contact number.

What will the local authority do?

50. Within one working day of a referral being made, a local authority social worker should acknowledge receipt to the referrer and make a decision about the next steps and the type of response that is required. This will include determining whether:

- the child requires immediate protection and urgent action is required;
- the child is in need, and should be assessed under section 17 of the Children Act 1989;
- there is reasonable cause to suspect the child is suffering or likely to suffer significant harm, and whether enquiries must be made and the child assessed under section 47 of the Children Act 1989;
- any services are required by the child and family and what type of services;
- further specialist assessments are required to help the local authority to decide what further action to take; and
- to see the child as soon as possible if the decision is taken that the referral requires further assessment.

51. The referrer should follow up if this information is not forthcoming.

52. If social workers decide to carry out a statutory assessment, staff should do everything they can to support that assessment (supported by the designated safeguarding lead (or deputy) as required).

53. If, after a referral, the child's situation does not appear to be improving, the referrer should consider following local escalation procedures to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

Record keeping

54. All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. If in doubt about recording requirements, staff should discuss with the designated safeguarding lead (or deputy).

Why is all of this important?

55. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and serious case reviews have repeatedly shown the dangers of failing to take effective action.¹⁵ Examples of poor practice include:

- failing to act on and refer the early signs of abuse and neglect;
- poor record keeping;
- failing to listen to the views of the child;
- failing to re-assess concerns when situations do not improve;
- not sharing information;
- sharing information too slowly; and
- a lack of challenge to those who appear not to be taking action.

What school and college staff should do if they have safeguarding concerns about another staff member who may pose a risk of harm to children

56. If staff have safeguarding concerns, or an allegation is made about another member of staff (including supply staff and volunteers) posing a risk of harm to children, then:

- this should be referred to the headteacher or principal;
- where there are concerns/allegations about the headteacher or principal, this should be referred to the chair of governors, chair of the management committee or proprietor of an independent school; and
- in the event of concerns/allegations about the headteacher, where the headteacher is also the sole proprietor of an independent school, this should be reported directly to the designated officer(s) at the local authority.

Further details can be found in Part four of this guidance.

¹⁵ An analysis of serious case reviews can be found at [gov.uk/government/publications/analysis-of-serious-case-reviews-2014-to-2017](https://www.gov.uk/government/publications/analysis-of-serious-case-reviews-2014-to-2017)

What school or college staff should do if they have concerns about safeguarding practices within the school or college

57. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's or college's safeguarding regime, and know that such concerns will be taken seriously by the senior leadership team.

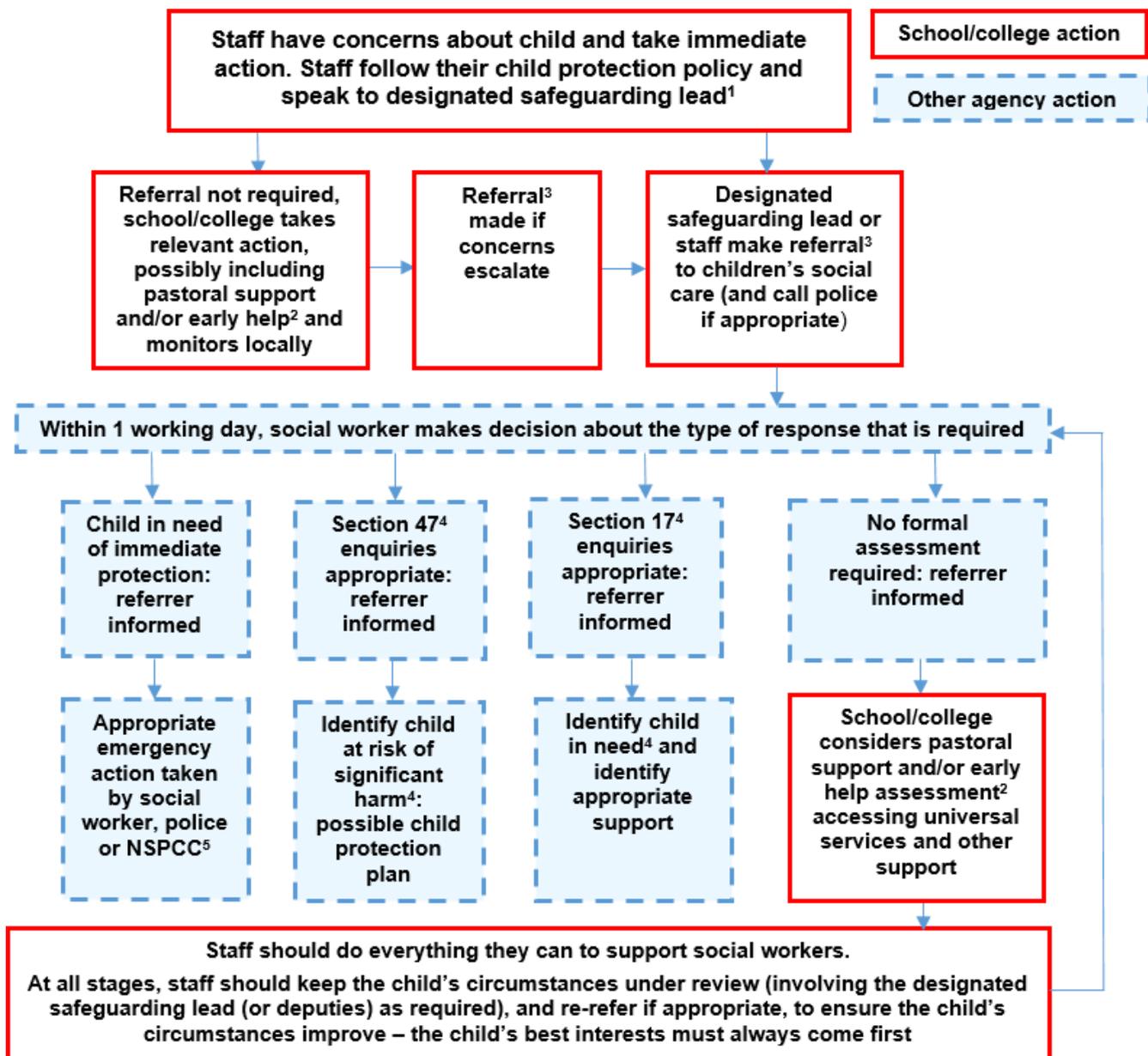
58. Appropriate whistleblowing procedures should be put in place for such concerns to be raised with the school's or college's senior leadership team.

59. Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- general guidance on whistleblowing can be found via: [Advice on Whistleblowing](#); and
- the [NSPCC's what you can do to report abuse dedicated helpline](#) is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk.¹⁶

¹⁶ Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain, Road, London EC2A 3NH.

Actions where there are concerns about a child



¹ In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.

² Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

³ Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

⁴ Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).

⁵ This could include applying for an Emergency Protection Order (EPO).

APPENDIX 2

Safeguarding partners

A *safeguarding partner* in relation to a local authority area in England is defined under the Children Act 2004 (as amended by the Children and Social Work Act, 2017) as:

- a. The local authority;
 - b. A clinical commissioning group for an area any part of which falls within the local authority area;
 - c. The chief officer of police for an area any part of which falls within the local authority area
-
- Partner organisations and agencies collaborate, share and co-own the vision for how to achieve improved outcomes for vulnerable children;
 - Organisations and agencies challenge appropriately and hold one another to account effectively;
 - There is early identification and analysis of new safeguarding issues and emerging threats;
 - Learning is promoted and embedded in a way that local services for children and families can become more reflective and implement changes to practice;
 - Information is shared effectively to facilitate more accurate and timely decision making for children and families

APPENDIX 3

The General Data Protection Regulation (GDPR) and Data Protection Act 2018

The General Data Protection Regulation (GDPR) and the Data Protection Act 2018 introduce new elements to the data protection regime, superseding the Data Protection Act 1998. Practitioners must have due regard to the relevant data protection principles which allow them to share personal information,

The GDPR and Data Protection Act 2018 place greater significance on organisations being transparent and accountable in relation to their use of data. All organisations handling personal data need to have comprehensive and proportionate arrangements for collecting, storing, and sharing information.

The GDPR and Data Protection Act 2018 do not prevent, or limit, the sharing of information for the purposes of keeping children and young people safe.

To effectively share information:

- all practitioners should be confident of the processing conditions, which allow them to store, and share, the information that they need to carry out their safeguarding role. Information which is relevant to safeguarding will often be data which is considered 'special category personal data' meaning it is sensitive and personal
- where practitioners need to share special category personal data, they should be aware that the Data Protection Act 2018 includes 'safeguarding of children and individuals at risk' as a condition that allows practitioners to share information **without consent**
- information **can be shared legally without consent**, if a practitioner is unable to, cannot be reasonably expected to gain consent from the individual, or if to gain consent could place a child at risk.
- relevant personal information can be shared lawfully if it is to keep a child or individual at risk safe from neglect or physical, emotional or mental harm, or if it is protecting their physical, mental, or emotional well

Seven Golden Rules of sharing information

- 1 Remember that the General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
- 2 Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
- 3 Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
- 4 Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.

- 5 Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
- 6 Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely (see principles).
- 7 Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

APPENDIX 4

Safeguarding Team

1 Strategic

The Designated Safeguarding Lead (DSL) with strategic responsibility for child and vulnerable adult protection issues

Assistant Principal - Marie Fairhurst

2 Operational

The Designated Safeguarding Lead (DSL) with operational responsibility for child and vulnerable adult protection issues is the Head of Student Services who is responsible for day to day co- coordination, action and liaison with other agencies

Head of Student Services - Janet Hodgson

3 Deputy DSL and College Counsellor - Liz Carthy

4 RSL and Safeguarding Co-ordinator – Anna Richards

There are also other members of the Senior Management Team (SMT) who are DSL trained and form, with the other DSL's, a College Counsellor and the Safeguarding Coordinator the College Safeguarding Team. These staff are referred to as Runshaw Safeguarding Leads (RSLs)

SAFEGUARDING REFERRAL FORM

This form should be used to report a safeguarding disclosure, incident or concern, where a student is at risk of suffering significant harm. Please email the completed form to safeguarding@runshaw.ac.uk or pass to the Safeguarding Team.



Safeguarding Incident, Concern or Disclosure Referral Form

Preferred Name(s) of Learner:	
--------------------------------------	--

Student ID:	
--------------------	--

What is the nature of your concern

- What are you most concerned about? i.e. physical, sexual, emotional abuse or neglect, Self-harm, bullying, radicalisation, sexual exploitation, sexualised behaviour, honour-based violence / forced marriage, e-safety issues, other ...
- Any evidence of impairment of health or development?
- Any evidence of ill-treatment?
- Why are you reporting this concern now?
- Have you had any previous concerns about this learner? If so, what, when, action ?

Record the nature of your concerns, include as much detail as possible, use the exact words used by the student. Clearly distinguish between fact, observation, allegation and opinion.

Detail:

Detail any action already taken and by whom:

It is not advisable to try and complete this record whilst talking to the student but within 2 hours of disclosure. The important thing is to listen actively and carefully and reassure the learner.

Did the Student give consent to share this information ?	Yes	No
If not, did you explain that you would have to share this information with the College Safeguarding Team and why ?	Yes	No

Further Information / Comment (relevant to this referral):

Signed	
Name:	
Job Title:	
Time/Date:	

Appendix 7

1. Introduction and Purpose

This appendix should be read in conjunction with Runshaw College's Child & Vulnerable Adult Policy version 15 which was updated in July 2020. This appendix highlights the key changes to the policy that all staff need to be aware of during the current ongoing COVID-19 pandemic. As college continues to deliver a mixture of on site and remote on line learning it is essential that staff continue to refer any safeguarding concerns they have regarding a student-:

2. Reporting

Report any concerns immediately to the Safeguarding e mail, Safeguarding@runshaw.ac.uk. Concerns may result from on line contact with the student or third party information. Evidence is not required to pass on a concern

3. Disclosure/Information

In the current situation disclosure/information could be face to face, by e mail or through a virtual medium

Each member of staff should ensure that they:

- take all complaints, allegations or suspicions seriously
- email the student or third party by return acknowledging their message
- do not promise confidentiality. *(The College complies with the requirements of the GDPR and Data Protection Act 2018 and the Human Rights Act 1998, which allows for disclosure of personal data where this is necessary to protect the vital interests of a child/young person/vulnerable adult)*
- record as soon as possible what has been said using the Safeguarding Referral Form (Appendix 5), also found on the Staff Portal and send to the Safeguarding Team. On receipt of this form a DSL will take over responsibility for managing this disclosure
- the safeguarding team are available from 8.30 – 4.00pm each college working day through the safeguarding email - Safeguarding@runshaw.ac.uk.

Safeguarding Team/DSLs

Senior Manager – Marie Fairhurst, Assistant Principal Fairhurst.M@runshaw.ac.uk

Head of Student Services – Janet Hodgson - Hodgson.J@runshaw.ac.uk

Lead Counsellor – Liz Carthy - Carthy.L@runshaw.ac.uk

Safeguarding Co-ordinator – Anna Richards - Richards.A@runshaw.ac.uk

If contact cannot be made with any of the DSLs or any Senior Manager within 2 hours' staff must refer to the Lancashire's Children's Safeguarding Assurance Partnership (CSAP) <http://panlancashirescb.proceduresonline.com/index.htm> for details of how to report concerns about the safety or welfare of a child/young person or vulnerable adult or Children's Social Care – (Appendix 6). The contacts listed in Appendix 6 are all still current but you may be diverted to another number whilst other agencies are home working.

4. External agencies and support

During this time, it is important that college continues to work with and support student's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children. If you have any concerns about students who may fall in this category, please notify the safeguarding team immediately

5. Peer on Peer Abuse

Likewise, it is important that we continue to meet our duty of care in terms of peer on peer abuse as set out in part 5 of KCSIE. Peer on peer abuse can take many forms and this can include (but is not limited to): bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiation/hazing type violence and rituals. If you become aware of any such issues, please notify the safeguarding team immediately

6. Concerns about a Staff Member or Volunteer

If you have concerns about a staff member or volunteer who may pose a safeguarding risk to students you should report this immediately to your line manager and Tracey Croft, Director of Human Resources - Croft.T@runshaw.ac.uk)

7. Vulnerable students

Ensuring that vulnerable students remain protected is a top priority for the government. Vulnerable students include those who have a social worker and those children and young people up to the age of 25 with EHC plans, read more in the [guidance on vulnerable children and young people](#) for further information.

Local authorities have the key day-to-day responsibility for delivery of children's social care. Social workers and Virtual School Heads will continue to work with vulnerable children in this difficult period

College staff should continue to work with and support children's social workers to help protect vulnerable children. This will be especially important during the COVID-19 period. If you receive direct contact from a social worker or another external agency and are unsure about the validity of this request, please contact the safeguarding team.

8. Mental health and Wellbeing

Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of everyone. Teachers should be aware of this in setting expectations of students' work where they are at home.

Mental Health issues can bring about changes in a young person's behaviour or emotional state which can be displayed in a range of different ways, and that can be an indication of an underlying problem. If we are in a lockdown situation and are unable to offer direct face to face guidance for students due to COVID 19 circumstances we will signpost students -:

Safeguarding - message on referral system and safeguarding e mail for students who self-refer
Thank you for your safeguarding referral. As you are aware college is closed at the moment but your referral has been logged and as soon as college is open again we will follow up this referral. If a student needs to talk to someone urgently they should -:

TALK to someone **outside** of college this could be-:

- Parent, Carer or Friend
- Samaritans – 116 123 (24 hour service) or email jo@samaritans.org (response time – 24 hours)
- Childline - 0800 1111
- Papyrus (prevention of young suicide) – phone 0800 068 4141 text 07786 209697

In an extreme emergency call 999 or go to the nearest A & E department or police station depending on the issue

Counselling – message on counselling appointment system and counselling email for students who self-refer

Thank you for your request for a counselling appointment. College is closed at present but your request has been logged and a member of the counselling team will contact you to arrange a on line appointment.

In the meantime, if you feel you need to talk to someone urgently the following services all provide free support

[NHS Choices Home Page](#)

www.nhs.uk

NHS Choices homepage, Your Health Your Choices

[Samaritans](#)

www.samaritans.org

A UK charity offering support to people who are suicidal or despairing, and are on hand 24 hours a day, every day of the year. An English Language Email service is ...

[Childline | Childline](#)

www.childline.org.uk

Childline 0800 1111: get info and advice about a wide range of issues, talk to a counsellor online, send Childline an email or post on the message boards.

[Prevention of young suicide UK | PAPYRUS](#)

www.papyrus-uk.org

PAPYRUS is the national UK charity dedicated to the prevention of young suicide.

[About Big White Wall](#)

www.bigwhitewall.com

About Big White Wall. A safe online community of people who are anxious, down or not coping who support and help each other by sharing what's troubling them, guided

...



[Home | Mind, the mental health charity - help for mental ...](#)

www.mind.org.uk

Extensive collection of information about mental health and related topics. Mind is a national UK charity with many regional branches.

[Child & Adolescent Mental Health - YoungMinds](#)

www.youngminds.org.uk

YoungMinds is the UK's leading charity committed to improving the emotional wellbeing and mental health of children and young people.

[Stop panic attacks with our free online course](#)

www.panic-attacks.co.uk

Get help with panic attacks or panic disorder with our free online course. Panic attacks and panic disorder can be helped very quickly with the right approach...

[Grassroots Suicide Prevention](#)

www.prevent-suicide.org.uk

Grassroots is a suicide prevention charity

[Getselfhelp.co.uk CBT self-help and therapy resources](#)

www.getselfhelp.co.uk

CBT Self Help & Therapy Resources ... This mobile-friendly version of the website has replaced the old site. You can still access the old site by clicking on the Old ...

[Students Against Depression](#)

A website offering advice, information, guidance and resources to those affected by low mood, depression and suicidal thinking. Alongside clinically-validated information and resources it presents the experiences, strategies and advice of students themselves – after all, who better to speak to their peers about how depression can be overcome?

www.studentsagainstdepression.org

[The Mix](#)

The Mix is the UK's leading support service for young people. We are here to help you take on any challenge you're facing - from mental health to money, from homelessness to finding a job, from break-ups to drugs. Talk to us via online, social or our free, confidential helpline

<https://www.themix.org.uk/>

In addition to the above, regular motivational and wellbeing articles are being included in the student bulletin, on the website for parents, carers and students and being emailed directly to our most vulnerable students. We have also just introduced a new Instagram account – Runshaw Wellbeing and a number of staff and students are now following this account.

9. Online safety

It is more important than ever that college provides a safe environment online. College will continue to ensure that appropriate filters are in place to protect students when they are online on the

college's IT systems or recommended resources. If you are piloting new technology or have any concerns, please contact the IT Service Desk for advice and guidance.

It is especially important that all staff who interact with students, online, continue to look out for signs a student may be at risk. Any such concerns should be dealt with as per the child protection policy and where appropriate, referrals should still be made to children's social care and as required the police.

The Department of Education is providing separate guidance on providing education remotely. It will set out 4 key areas that leaders should consider as part of any remote learning strategy. This includes the use of technology. Recently published [guidance from the UK Safer Internet Centre on safe remote learning](#) and from the [London Grid for Learning on the use of videos and livestreaming](#) could help plan online lessons and/or activities and plan them safely.

Staff need to consider the safety of their students when they are asked to work online. The starting point for online teaching should be that the same principles as set out in the college or college's code of conduct.

College must ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.